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ABSTRACT

A survey was conducted of California community colleges to determine their practices concerning testing used in matriculation and placement. Questionnaires were sent to 95 colleges, 77 of which returned the completed questionnaire. Responses were tabulated according to size of college, distinguishing between testing required for matriculation and that required for placement. A special tabulation was made for English placement. Of the three largest tests in use, ACT and SAT showed about 33% satisfaction, whereas SCAT showed about 55% satisfaction. Of the 161 total responses to various testing programs, 57 indicated satisfaction--about 35%. For English placement, 31 different programs were listed, involving 101 different responses with 43 indicating satisfaction, about 43%. Much dissatisfaction with matriculation testing was with its poor use for English placement. Other dissatisfaction involved high costs to students, excessive time involved in administration, and lack of correlation between standardized tests and students' ability to write. The testing program recommended includes a diagnostic grammar test, a diagnostic reading test, a diagnostic math test including general arithmetic as well as algebra, geometry, and trigonometry, and a written composition--to be completed in about two hours at a cost to the student of not more than $3.00. The survey form and tabulations are appended. (KM)

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STATE CENTER COMMUNITY COLLEGE DISTRICT

REEDLEY COLLEGE

California Community College Testing Survey

JC 730 098

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UNIVERSITY OF CALIF.
LOS ANGELES

MAY 18 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

May 1, 1973

CALIFORNIA COMMUNITY COLLEGE TESTING SURVEY

I

THE PROBLEM AND PROCEDURE

The counseling staff at Reedley College is concerned whether the testing used in matriculation and placement at Reedley College is really doing the best job for the students. Reedley prefers the ACT but will accept SAT. Approximately 80% of Reedley students, first time freshmen, submit ACT scores.

Before any arbitrary and/or unilateral decisions were made as to change, it was deemed advisable to find out what other California community colleges were doing. A one-page questionnaire was sent to 95 colleges, 77 of whom returned the completed questionnaire for a return of 81%. Most of the questionnaires were answered completely, though there were a few quite sketchy ones returned.

The questionnaire used is found in Appendix A. The responses were tabulated according to size of college, distinguishing between testing required for matriculation and that required for placement. Those tabulations are Appendixes B through G, which include comments by the respondents. Some of the comments were edited for brevity, but the intent of the comments was not altered. These comments should prove useful to those concerned with testing. A summary tabulation on matriculation is given in Appendix H and a similar tabulation in English placement in Appendix I. It is suggested that those particularly interested in English placement refer to the Long Beach City College study "Current Practices of Placing Students in English Composition Courses in the California Community Colleges" by George Becker. This document should soon be available through ERIC. Summary tabulations were not made for placement in other subjects for they were too varied to combine. Such placement information can be found in Appendixes B through G.

II

PARTIAL ANALYSIS OF DATA

Concerning testing as a part of matriculation, there are five major testing situations which will be considered here. Appendix H indicates 24 colleges listing no test required, two indicating lack of satisfaction, and 22 not giving an evaluation. This particular bit of data must be approached with some caution, however. Some colleges responding " no test required" indicate some qualifications that should be studied before deciding for "no test."

The second category is the ACT. Forty-six colleges indicate some use of ACT., but only 15 indicated satisfaction, and 19 of the forty-six said they are planning to change. Thirdly, eight colleges indicate use of CPP, and three are satisfied. The fourth situation is some use of SAT, involving 36 colleges, 12 of whom indicate satisfaction. Finally, 27 colleges list usage of SCAT, 15 of whom are satisfied. Of the three largest tests in use, ACT and SAT show about 33% satisfaction, whereas SCAT shows about 55% satisfaction. Of the 161 total responses to various testing programs, 57 indicated satisfaction--about 35%. It should be pointed out that 31 responses gave no indication of satisfaction or dissatisfaction, about 19%.

It seems then, that no great percentage of responding colleges has found a program that is the answer. Some have arrived at programs that seem to be doing the job for them, but no general consensus can be drawn from these colleges. The direction now seems to be "no test required," using various devices for placement, from high school record to special courses to counselor or teacher judgment. A couple of colleges have reported trying this, but for them it was not satisfactory.

English placement seems to be in the same situation. Thirty-one different programs are listed, involving 101 different responses with 43 indicating satisfaction, about 43% Indeed, it seems that much dissatisfaction with matriculation testing was with its poor use for English placement.

Partial Analysis of Data (cont'd)

Other dissatisfactions involved high costs to students and excessive time involved in administration of the tests. Some reported that standardized tests did not correlate with students' ability to write. Knowledge of grammar does not necessarily indicate ability to write.

III

RECOMMENDATIONS

In reading the responses over and meditating on them, the writer gathers that colleges are looking for evaluations of students on how well they can read, how well they can write, and how well they can compute. On the basis of these observations, it seems we are looking for a diagnostic grammar test, a diagnostic reading test, and a diagnostic mathematics test including general arithmetic as well as algebra, geometry, and trigonometry. Such tests should be on a college level, preferably to be completed in about two hours at a cost to the student not to exceed $3.00. In addition, for those who really want to know how well students can write, a one-page composition on any subject could be required. This could be administered locally for an additional fee to compensate those faculty members administering and evaluating the compositions. A testing program as described would meet the needs of students and faculty at Reedley College and at a majority of the colleges responding to the questionnaire. Most colleges have access to computer services so that information, which is deemed necessary and is now included in the Student Profile Section of ACT, could be included in the application for admission and processed by the college computer service. Such a testing program does not seem to be available at this time in one neat package, at least none was reported by any of the responding colleges. It is possible that some existing instruments could be adapted to a package as described. Perhaps one of the testing companies would be interested in pursuing this recommendation further.

Recommendations (cont'd)

It is quite possible that someone else reading the responses could come up with a somewhat different conclusion. This is entirely acceptable, since these conclusions are on a highly subjective basis.

APPENDIX A

CALIFORNIA JUNIOR COLLEGE TESTING SURVEY

Size of college (check one) _____below 1000 _____3001 - 5000 _____7001 - 10,000

_____1000 3000 _____5001 - 7000 _____over 10,000

TEST REQUIRED FOR FULL MATRICULATION (check appropriate boxes for current program)

No Test Required ☐

Test	Required, No Other Test Acceptable	Preferred, But Will Accept Others	Will Accept	Satisfied With Program Yes	Satisfied With Program No*	Studying Change Yes**	Studying Change No
ACT							
CPP							
SAT							
SCAT							
Other							

Use the back of this form if you need more room for comment.

*If not satisfied with the program, please explain reasons. _____

**If studying change, what are you contemplating? _____

TESTS USED FOR PLACEMENT IN SPECIFIC COURSES (check appropriate boxes for current program)

No Tests Required ☐

Subject	Test	Satisfied Yes	Satisfied No*	Studying Change Yes**	Studying Change No
+English					

+If no test score is used, how is English placement determined? _____

*If not satisfied, please explain reasons. _____

**If studying change, what are you contemplating? _____

Use the back of this form if you need more room for comment.

If you wish a copy of the findings, please give your name and address here.

RMC:pc
3/6/73

Colleges below 1000, Number - 6

R = required		S = satisfied	
P = preferred		NS = not satisfied	
WA = will accept		NC = no change	
		C = change	

MATRICULATION

No test required		-1	
ACT	R (no evaluation)	-1	
	P, S, NC	-3	
	P, NS, C	-1	Many students arrive too late to test. Will recommend ACT but not require it.
CPP	WA, NS, NC	-1	Counselor dissatisfaction. Needs further study for cut-off scores.
SAT	WA, S, NC	-2	Needs further study for cut-off scores.
NELSON-DENNY	WA, NS, NC	-1	Counselor dissatisfaction, only a reading test, nothing creative, no grammar.

PLACEMENT

English

ACT	S, NC	-3	
	C	-1	
	NS, C	-1	ACT not sufficiently accurate as a predictor. Using high school grades for placement.
CPP	NS	-1 *	*Counselor dissatisfaction. Need further study for cut-off scores.
SAT	NS	-1 *	
NELSON-DENNY	NS	-1	Counselor dissatisfaction--only a reading test, nothing creative, no grammar.

Mathematics

ACT	S, NC	-1	
	NS, C	-1	Many students do not test well in group which causes faulty placement. Are using departmental pre-test.
MATH DEPT. REMEDIAL PRE-TEST	S	-1	

U.S. History

ACT	NS, C	-1	

APPENDIX C

CALIFORNIA COMMUNITY COLLEGE TESTING SURVEY

Size of College - 1000 to 3000 Number - 11

R = required S = satisfied
P = preferred NS = not satisfied
WA = will accept NC = no change
C = change

MATRICULATION			
No test required	(no evaluation)	-2	
	(no evaluation)	-1	Requiring a 2-unit orientation course.
	NS, C	-1	Need a general test to determine ability level, but culture bias prevents it.
ACT	R, NS, C	-1	English placement viable--may use high school test data and GPA.
	P, NS, NC	-1	Math portion too hard and too long.
	WA, S, NC	-1	Would like to settle on one test, although flexibility has its assets (accepts 4 tests).
		-1	In process of changing from ACT to CPP or other test.
		-1	
	WA, NS, C	-1	
	WA (no eval.)	-1	
CPP	WA, S, NC	-1	
SAT	WA, S, NC	-3	
	WA, NS, NC	-1	
	WA (no eval.)	-1	
SCAT	WA, S, NC	-2	
	WA, S, C	-1 *	Considering CGP
CGP	WA, S, C	-1	When district will pay cost of testing, CGP will be mandatory.
NELSON-DENNY READING TEST, FORM A	SC	-1 *	*College reporting indicated satisfaction with the 3-test battery, but was considering CGP.
ITED #3	SC	-1 *	
PLACEMENT			
English			
None	-	-1	Use ACT + H.S. GPA + IQ + other High School tests.
ACT	S, NC	-1	
	S,C	-1	
	NS, C	-1 **	**Even though results are considerably subjective, Writing Sample is most satisfactory.
		-1	
CPP	NS, C	-1	
SAT	S, NC	-1	
	S, C	-1	
	NS, C	-1 **	

Appendix C
Placement - English (cont'd)

COOP. ENGLISH	S, NC	-1	Also use high school GPA in English.
	S, C	-1	Will use CGP - English dept. happy with revised version.
		-1	
WRITING SAMPLE	NS, C	-1 **	
ENGLISH DEPT. TEST	S, C	-1	Will use a 2-unit orientation course.
ITED #3 - COR. APP. OF EXPR.	S, C	-1	Considering CGP.
NELSON-DENNY READING, & ONE PAGE WRITTEN ESSAY	S, NC	-1	
History			
ACT	S, NC	-1	
SAT	S, NC	-1	
Mathematics			
SCAT	S, C	-1	
ACT	NS, C	-1	ACT geared high for some students.
CPP	NS, C	-1	
Test developed locally	S, NC	-2	
Philosophy			
ACT	S, NC	-1	
SAT	S, NC	-1	
Chemistry			
TOLEDO CHEMISTY TEST	S, NC	-1	
Nursing			
CPP	S, NC	-1	

APPENDIX D

CALIFORNIA COMMUNITY COLLEGE TESTING SURVEY

College Size - 3001 to 5000 Number - 18

R = required S = satisfied
P = preferred NS = not satisfied
WA = will accept NC = no change
C = change

MATRICULATION

No test required		-6	
		-1	Experimenting with CGP
	NS, C	-1	Too many students get into classes unprepared--contemplating testing for reading and writing skills.
ACT	R, NS, C	-1	Doesn't measure writing ability nor lower arith. skills. Studying English and Math. department tests.
	R, (no eval.)	-1	Doesn't meet vocation needs as CPP. Considering CPP, but CPP is not uniform yet.
	P, S, NC	-1	
	P, NS, C	-1	A poor instrument for terminal vocational student. Considering dropping entrance test requirement.
		-1	Doesn't predict for low ability students.
		-1	
	WA, S, NC	-1	
	WA, (no eval.)	-2	
CPP	P, S, NC	-1	
SAT	WA, S, NC	-2	
	WA, (no eval.)	-3	
SCAT	P, S, NC	-2	
	WA, S, NC	-1	
	WA, (no eval.)	-1	
CGP	P, S, NC	-1	

PLACEMENT

English

ACT	P, S, NC	-2	
	NS, C	-1	Planning to use previous grades and counselors' judgment.
		-1	Studying use of short, specific Engl. test.
	WA, (no eval.)	-1	
SCAT	WA, S, NC	-1	
	S, NC	-1	
SAT	WA, S, NC	-1	
	WA, (no eval.)	-1	
CGP - Reading, Sentence	S, NC	-1	

Appendix D
Placement - English (cont'd)

COOP. ENGLISH	S, NC	-1	
	NS, C	-1	Difficult to get students in to take English placement test.
		-1	English Dept. attempting to develop own test--also looking into proficiency test.
		-1	
ENGLISH PLACEMENT TEST	S, NC	-1	
MICHIGAN TEST OF ENGLISH LANG. PROF.	S, NC	-1	Used for foreign born.
Composition in English class graded by an English instr. to determine appropriate English level	S, C	-1	Uniform grading standards needed.
	NS, C	-1	Some students can't change schedule--will try to get comp. written and reviewed before registration.
DEPARTMENTAL TEST	NS, C	-1	Too many individual testing situations. Want to use single instrument like CPP. Previously placed only through ACT.
No test required		-3	
		-1	Counselors use high school grades & test results on high school trans.
		-1	"We like it"--students out of school over 5 yrs. or with no high school transcript take ACE.
		-1	Combination of high school grades and any test available used for placement.

Reading

D.R.T. (Davis)	S, NC	-1	
	NS, C	-1	Too many individual testing situations. Want to use single instrument like CPP. Previously placed only through ACT.
NELSON	S, NC	-1	

Mathematics

COOP. MATH	S, NC	-1	
ACT-TEST 2	NS, C	-1	Studying use of short, specific math test.

APPENDIX E

CALIFORNIA COMMUNITY COLLEGE TESTING SURVEY

Size of College - 5001 to 7000 Number-12

R = required	S = satisfied
P = preferred	NS = not satisfied
WA = will accept	NC = no change
	C = change

MATRICULATION

None required		-2	
None required, qualified		-1	Students admitted in vocational courses and basic liberal arts courses without testing. May progress to more advanced courses without testing.
		-1	Test required for English placement and to satisfy graduation requirement in math.
ACT	NC, R, S,	-1	Incoming students who have completed a college math course and Engl. 1A not required to take test.
	P, NS, C	-1	English dept. dissatisfied. Studying essay exams.
		-1	English test does not meet needs of English or Social Science dept. Considering a diagnostic reading test.
		-1	Student not receiving full benefit per cost. May be the fault of use made of test. Studying screening for English and math.
	WA, NS, C	-1	Questionable validity-contemplating SRA.
	WA(no eval.)	-2	
CPP	WA, NS, C	-1	Questionable validity-contemplating SRA.
	WA(no eval.)	-1	
SAT	WA, NS, C	-1	Questionable validity-contemplating SRA.
	WA(no eval.)	-6	
SCAT	R, S, C	-1	Contemplating accepting ACT, CPP, or SAT
	R, NS, C	-1	Stanford Achievement Test required also.
		-1	Looked at ACT, CPP, CGP. Too costly to students and inflexible in test administration.
	P, NS, C	-1	English dept. dissatisfied. Studying essay exams.
		-1	Considering discontinuing mandatory test and using CPP on experimental basis for vocational students.
		-1	Battery is too long. Trying to shorten it. Considering no test for terminal students--also possibly developing own tests.
STANFORD ACHIEVEMENT-READING	R, NS, C	-1	SCAT required also--not designed for college level students, but best available at this time.

Appendix E
Matriculation (cont'd)

NELSON-DENNY READING TEST	P, NS, C	-1	(No indication of change contemplated.)
COOP. ENGLISH	R, S, C	-1	Contemplating accepting ACT, CPP, or SAT.
	R, NS, C	-1	Does not discriminate well enough at some levels. Looked at ACT, CPP, CGP--too costly and inflexible in administration of tests.
PLACEMENT			
English			
ACT	P, NS, C	-1	Studying essay exam.
	NS, C	-1	English dept. wants more diagnostic instrument for grammar and writing, and language handicap. A bi-lingual test is being developed through Border Consortium. English dept. recommending College English Placement Test by Haugh & Brown.
	WA, NS, C	-1**	
		-1 +	
	(no eval.)	-1 *	
SAT	(no eval.)	-1 *	
	WA, NS, C	-1**	**English tests nothing of significance--studying diagnostic reading test.
		-1 +	
CPP	WA, NS, C	-1 +	+Studying SRA.
SCAT	P, NS, C	-1	Studying essay exams.
SCAT-V	WA, C	-1 *	*Because English dept. doesn't care about test scores and the college is interested in non-intellective measures, we are looking for other evaluative instrument.
SCAT + STANFORD READING	NS, C	-1	
ITED #3 Corr. & Effect. of Expr. + Written Essay	S, C	-1	May consider using essay only.
COOP. ENGLISH	S	-1	
COOP. ENGLISH READING & MECHANICS	S, NC	-1	Used if ACT English score is borderline.
	NS, C	-1	Does not discriminate well enough at some levels. Have looked at ACT, CPP, CGP, but costs to students and inflexibility of test administration unfavorable.

Appendix E
Placement - English (cont'd)

High school grades and/or high school ITED and/or counselor judgment	S, NC	-1	
Teacher recommendations	S, NC	-1	
Biological Sciences			
Departmental test or 40%ile on SCAT or satisfactory completion of a pre-biology course	(no eval.)	-1	
Chemistry			
"Homemade" test	S, NC	-1	
TOLEDO CHEMISTRY TEST	(no eval.)	-1	
Humanities			
ACT or SAT	NS, C	-1 **	
Mathematics			
ACT, SAT, OR CPP	NS, C	-1	Studying SRA.
SCAT, SAT, ACT Quantitative		-1	
COOP. MATH TEST SERIES	S, NC	-1	Used if ACT math score is borderline.
COOP. ALG. I & II, TRIG.	NS	-1	
CTBS, 12th grade Sect. 6, 7, 8	S, NC	-1	
Flow chart + math dept. own test		-1	
Social Sciences			
ACT or SAT	NS, C	-1 **	
DH, RN, LVN, Radiological Tech.		-1	(Screening tests were not named)

APPENDIX F

CALIFORNIA COMMUNITY COLLEGE TESTING SURVEY

Size of College = 7001 - 10,000		N = 10	R = required, P = preferred, WA = will accept, S = satisfied, NS = not satisfied, NC = no change, C = change
MATRICULATION			
No test required		-1	
		-1*	Will accept SAT, SCAT, prefer ACT
ACT	P, NS, C	-1	
		-1+	Checking out effects of mandatory testing - contemplating recommending tests but not making them mandatory.
	WA, S, NC	-2	
	WA, NS, NC	-1++	
	WA, NS, C	-1*	*Looking for a better instrument, maybe CPP or CGP.
		-1**	**Tests discriminate culturally, lack predictive validity-maybe need a voc-ed test for 2-year plan majors.
		-1⁻	
	WA,(no evaluation)	-1	
CPP	WA, NS, C	-1+	+None of the tests is really useful in placement, except for extremely high and low scores. Considering elimination of required testing, but encourage score submission for counseling purposes other than specific class placement.
SAT	WA, S, NC	-2	
	WA, NS, NC	-1++	
	WA, NS, C	-1*	
		-1**	
		-1+	
		-1⁻	
	WA,(no evaluation)	-2	Poor correlation between all standardized tests and achievement.
SCAT	P, NS, C	-1*	
	WA, S, NC	-1	
	WA, NS, C	-1**	
		-1+	
		-1++	
ITED	WA, S, NC	-1	
COOP. ENGLISH	WA, NS, C	-1++	++We have not found any test instrument to be very effective. We are considering CPP and are developing a student questionaire to tell us what he wants, needs help in, etc. Will probably retain SCAT series II.

Appendix F
Matriculation (cont'd)

PURDUE ENGLISH PLACEMENT	WA, NS, C	-1~	~Experimented one semester without a test and returned to testing at the insistence of the English dept. and psych. dept. Undecided which way to go--would like something like CGP.
English			
ACT	WA, S, NC	-2	
	NS, C	-1	May use high school English grades and/or tests.
		-1 *	
	S,C	-1**	**Tests aren't that valid. Frustrating; tests no longer required after 1967. Students who could benefit from scores minorities, out-of-state students, mature adults--we can't get them to take it.
CPP	NS, C	-1 *	
SCAT	NS, C	-1	Low correlation between test results and course work. Contemplating
		-1 *	CPP or CGP.
	WA, S, NC	-1	
	S, C	-1**	
ACE	NS	-1	Poor correlation--considering doing away with all tests and using high school records only.
SAT	NS, C	-1 *	*Tests not useful in placement except extremely high and low scores. Also use high school GPA as alternate criterion.
	WA, S, NC	-2	
	S, C	-1**	
PURDUE ENGLISH PLACEMENT	NS, C	-1+	+Lack of validity information.
	NS, C	-1	We use high school grades plus these tests, but don't find much correlation between test scores and success in classes. May use high school grades, SCAT Series II, and student questionnaire.
ITED	WA, S, NC	-1	
English Dept. locally devised test		-1	First year of use. Still studying results.
Behavioral Sciences			
PURDUE ENGLISH PLACEMENT	NS, C	-1+	

Appendix F
Placement (cont'd)

Calculus			
COOP. ALG. II & TRIG.	S	-1	
Chemistry			
TOLEDO CHEMISTRY TEST	S	-1	
Own Test	S	-1	
Economics			
ACT, CPP, SAT, or SCAT	NS	-1 *	
History			
ACT, CPP, SAT, or SCAT	NS	-1 *	
Mathematics			
SCAT, Math Sect.	S	-1	
KANSAS MATH TEST	NS	-1	Poor correlation. Considering doing away with all tests and using high school records only.
Math dept. developed test		-1	Too new to evaluate yet.
Philosophy			
ACT, CPP, SAT, or SCAT	NS	-1 *	
Political Science			
ACT, CPP, SAT, or SCAT	NS	-1 *	
Reading			
PURDUE ENGLISH PLACEMENT	S, C	-1 +	
Restricted Transfer Courses			
ACT, SAT, ITED	S, NC	-1	
Social Sciences			
PURDUE ENGLISH PLACEMENT	NS, C	-1 +	

APPENDIX G

CALIFORNIA COMMUNITY COLLEGE TESTING SURVEY

Size of College = over 10,000 Number 20

R = required S = satisfied
P = preferred NS = not satisfied
WA = will accept NC = no change
C = change

MATRICULATION

No test required		-1	
	(qualified)	-1	Local battery used for English and math placement.
		-1	Contemplating use of CCP or CPP.
		-1	Testing optional, not required. ACT, CPP, SAT, SCAT show poor results in terms of predictive validity studies.
		-1	If student has 30 or more units, otherwise SCAT is required.
		-1	Test required for English placement. Changed to this procedure because too many waivers were given in order to process student files, particularly in August.
ACT	P, NS, C	-1 +	
	WA, S, NC	-1	
	WA, S	-1**	**Contemplating not requiring tests if 30 or more units completed unless scores are needed for placement purpose.
		-1	
	WA, S, C	-1	
	WA, C	-1 *	*Low correlation between test scores and achievement. Considering deletion of all tests except diagnostic English placement.
	WA (no eval.)	-3	
CPP	WA, S	-1	
	WA (no eval.)	-1	
SAT	WA, S, NC	-1	
	WA, S	-1**	Along with English Ach. Test or 3 units of English from an accredited college.
	WA, S, C	-1	
	WA, C	-1 *	
	WA, NS, C	-1 +	+Cost to student and fear that test results will bar entrance. Contemplating individual course placement tests.
	WA (no eval.)	-3	

Appendix G
Matriculation (cont'd)

SCAT	R, S, NC	-1	
		-1	For first-time freshmen from high school.
	R, S, C	-1	
	R, S	-1	Attempt to require of full-time students.
	R, NS, C	-1	Not dissatisfied, either, but testing program is under constant review and modification from year to year.
		-1	Required if student doesn't have 30 units or ACT or SAT. One Q score and one V score are not adequate in placement of students in English and math where there are many kinds of things taught. We are now developing a different math test.
	R (no eval.)	-1	Required only of academic, business, RN, and library assistant majors.
	P, S	-1	
		-1**	
	P, C	-1 *	
	WA, S, NC	-1	
SCAT MATH	P (no eval.)	-1	
PSAT	WA, S, NC	-1	
CEPT ENGLISH	S, NC	-1	
COOP. ENGLISH	R, NS, C	-1	
COOP. ENG./READ	R, S, NC	-1	
COOP MATH/DAVIS READ	R, S,	-1	
PURDUE ENGLISH	S, NC	-1	
BATTERY - COOP. ENGLISH/READ & LOCAL MATH TEST	S, C	-1	Contemplating eliminating tests and restructuring guidance and orientation procedures.

Appendix G (cont'd)

PLACEMENT

English

No Test	S, NC	-1	Students allowed to register in English Comp. Referred to concurrent course in reading or writing if necessary.
	NS, C	-1	Open admittance, counselor advise. People are always studying change of testing. Educators still under the illusion they can predict English grade-research shows they are unpredictable. Tests are OK--the English grades are a random shot in the dark.
ACT	WA, S, C	-1 *	*We are always studying procedures. We have some placement difficulty getting students into classes they should be in. A better solution to this problem is being sought.
	WA, NS, C	-1 +	+Our studies show that 10th and 11th high school English grades are better.
SAT	WA, S, C	-1 *	
	WA, NS, C	-1 +	
SCAT	S	-1**	**It's the best we have under minimal time limits.
	WA, NS, C	-1 +	
	NS, C	-1	Low correlation between test scores and achievement. Will use diagnostic English test.
		-1	One V score is not adequate for placement where there are many kinds of things taught. Studying use of advance placement, CLEP, or a home-made test.
CEPT	S, NC	-1	
	S	-1	Also require a paragraph.
PSAT	WA, NS, C	-1 +	
PURDUE	S, NC	-1	
	S	-1	
COOP. ENGLISH	NS, C	-1	Number of "misplaced" students seems high. Student dissatisfaction. Contemplating using other verbal tests, ACT, SAT, CGP, CPP, high school English grades.
	C	-1	Procedures are under constant review and modifications. Based on recent study, basis of English placement classification is currently being modified.
COOP. ENGLISH/READING	S	-1	
	S, C	-1	English department follows with an essay. May eliminate test portion.
COOP READING/SCAT EXPR.	S, C	-1 *	

Appendix G
PLACEMENT

English (cont'd)

DAVIS READ. S, NC		-1	
EDUC SKILLS TEST, ENGL.		-1	Required for entering students spring, 1973. Will accept ACT, SAT, ITED, EST, COOP, or 15 transferrable units with a 2.0 GPA. We are using the EST on an experimental basis; a study is in progress to assess its effectiveness.
PHONICS SCORE	C	-1	Procedures are under constant review and modifications. (college has comprehensive placement standards)
LOCAL TEST	S	-2	
SCAT, PMA, AGCT, or CAL ACH READ and VOCAB - Vocab. score from appropriate battery depending on major	NS, C	-1	Instructors want indications of reading comprehension. We are looking for a suitable reading comprehension test with a low floor and high ceiling that doesn't take too long.

English or Communications

COOP READ/EXPR. and SCAT V	C	-1	

Bio Science 1A or 1B

SCAT Q	C	-1	

Business (certain courses)

SCAT Q	C	-1	
SPELLING SCORE	C	-1	

Chemistry

SCAT	S	-1*	
SCAT Q	C	-1	
TOLEDO/CHEM	S, C	-1	Change in grading only.
	S	-1	
Local Test	S	-1	

Engineering (certain courses)

SCAT Q	C	-1	
SCAT Q and V	C	-1	

Health Education

SCAT V	C	-1	

Appendix G
PLACEMENT (cont'd)

Mathematics

SCAT	NS, C	-1	One Q score not adequate for placement where there are many kinds of things taught. Studying use of advanced placement, CLEP. Also developing a different math test.
COOP MATH	S, NC	-1	
IOWA PLACEMEMENT and LOCAL TESTING	S, C	-1	
LOCAL TEST	S	-3	
SCAT Q	C	-1⁻	For certain courses.

Natural Resources (certain courses)

COOP READ	C	-1⁻	

Nursing

SCAT	S	-1	
SVIB and MCMI		-1	Uncertain about satisfaction with testing program.

Reading

NELSON-DENNY READ.	C	-1	Looking at other tests. This testing is done in classes. Reading placement is based on Coop Read. part of entrance battery.

Social Sciences (certain courses)

COOP READ.	C	-1⁻	

Threshold Program

SCAT	S	-1*	

One college reported a comprehensive system of batteries for 53 different majors, involving 30 different tests or parts of tests. None of those batteries were included in this summary. It is too involved to attempt to summarize here.

APPENDIX H
CALIFORNIA COMMUNITY COLLEGE TESTING SURVEY
SUMMARY TALLY SHEET

Number = 77

MATRICULATION

NO TEST (no evaluation)		- 22
	NS, C	- 2
ACT	R, S, NC	- 1
	R, NS, C	- 2
	R (no evaluation)	- 2
	P, S, NC	- 4
	P, NS, NC	- 1
	P, NS, C	- 10
	WA, S, NC	- 7
	WA, S	- 2
	WA, S, C	- 1
	WA, C	- 1
	WA, NS, NC	- 1
	WA, NS, C	- 5
	WA, (no evaluation)	- 9
CPP	P, S, NC	- 1
	WA, S, NC	- 1
	WA, S	- 1
	WA, NS, NC	- 1
	WA, NS, C	- 2
	WA (no evaluation)	- 2
SAT	WA, S, NC	- 10
	WA, S	- 1
	WA, S, C	- 1
	WA, C	- 1
	WA, NS, NC	- 2
	WA, NS, C	- 6
	WA (no evaluation)	- 15
CGP	P, S, NC	- 1
	WA, S, C	- 1

SCAT	R, S, NC	- 2
	R, S	- 1
	R, S, C	- 2
	R, NS, C	- 2
	R (no evaluation)	- 1
	P, S, NC	- 2
	P, S	- 2
	P, C	- 1
	P, NS, C	- 4
	WA, S, NC	- 5
	WA, S, C	- 1
	WA, NS, C	- 3
	WA(no evaluation)	- 1
SCAT MATH	P(no evaluation)	- 1
CEPT ENGLISH	S, NC	- 1
COOP ENGLISH	R, S, C	- 1
	R, NS, C	- 2
	WA, NS, C	- 1
COOP ENGL/READ	R, S	- 1
COOP ENGL/READ plus LOCAL MATH TEST	S, C	- 1
ITED	WA, S, NC	- 1
ITED #3	S, C	- 1
NELSON DENNY	P, NS, C	- 1
	S, C	- 1
	WA, NS, NC	- 1
PSAT	WA, S, NC	- 1
PURDUE ENGLISH PLACEMENT	S, NC	- 1
	WA, NS, C	- 1
STANFORD ACHIEVEMENT-READ	R, NS, C	- 1

R = required
P = preferred
WA will accept
S = satisfied
NS = not satisfied
NC = no change
C = change

APPENDIX I

CALIFORNIA COMMUNITY COLLEGE TESTING SURVEY
SUMMARY TALLY SHEET

ENGLISH PLACEMENT

NO TEST	S, NC	- 1
	NS, C	- 1
	(no evaluation)	- 7
ACT	P, S, NC	- 2
	P, NS, C	- 1
	WA, S, C	- 1
	WA, NS, C	- 3
	WA(no evaluation)	- 2
	S, NC	- 4
	S, C	- 1
	C	- 1
	NS, C	- 8
CPP	WA, NS, C	- 1
	NS, C	- 2
	NS	- 1
SAT	WA, S, NC	- 1
	WA, S, C	- 1
	WA, NS, C	- 3
	WA(no evaluation)	- 2
	S, NC	- 1
	S, C	- 1
	NS, C	- 2
	NS	- 1
SCAT	WA, S, NC	- 1
	WA, NS, C	- 1
	P, NS, C	- 1
	S, NC	- 1
	S	- 1
	NS, C	- 4
SCAT V	WA, C	- 1
SCAT + STANFORD READING		
	NS, C	- 1
ACE	NS	- 1
BATTERY, SCAT/PMA/AGCT/CalAch (depending on major)	NS, C	- 1
CEPT	S, NC	- 1
	S	- 1
COMP. in class	S, C	- 1
	NS, C	- 1
CGP READING, SENTENCE	S, NC	- 1
COOP ENGLISH	S, NC	- 2
	S, C	- 2
	S	- 1
	NS, C	- 4
	C	- 1
COOP ENGL/READ	S,	- 1
	S, C	- 1
COOP ENGL READ and MECH of EXPR.		
	S, NC	- 1
	NS, C	- 1
COOP READ/SCAT EXPR.	S, C	- 1
DAVIS READING	S, NC	- 1
EDUC. SKILLS TEST, ENGL	(no evaluation)	-1
ENGLISH PLACEMENT TEST	S, NC	- 1
HIGH SCHOOL GRADES and/or HIGH SCHOOL ITED and/or COUNSELOR JUDGEMENT		
	S, NC	- 1
ITED	WA, S, NC	- 1
ITED #3	S, C	- 2
LOCAL TEST	S, C	- 1
	S	- 2
	NS, C	- 1
	(no evaluation)	- 1
MICHIGAN TEST OF ENGL. LANG. PROF.		
	S, NC	- 1
NELSON-DENNY	NS	- 1
NELSON-DENNY + ONE PAGE ESSAY		
	S, NC	- 1

R = required S = satisfied
P = preferred NS = not satisfied
WA = will accept NC = no change
C = change

Appendix I
PLACEMENT ENGLISH (cont.)

PSAT	WA, NS, C	- 1
PHONICS SCORE	C	- 1
PURDUE ENGLISH PLACEMENT		
	S, NC	- 1
	S	- 1
	NS, C	- 1
TEACHER RECOMMENDATION		
	S, NC	- 1
WRITING SAMPLE	NS, C	- 1